

Administration of the CRT-Alternate

**Test Administrator's Conference
Billings, MT
January 20-21, 2011**



opi.mt.gov

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Eligibility for the CRT-Alternate

- The **CRT-Alternate Assessment** was designed for students who are unable to participate in the regular CRT, even with accommodations. Only IDEA-eligible students with significant cognitive disabilities are eligible to participate in the CRT-Alternate.



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Eligibility Questions

1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?
2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?



Eligibility Questions (con't)

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?
4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

Participation Decisions

- If you answer “NO” to any of the four questions, the student must participate in the regular CRT. If ALL answers are “YES,” the student is eligible to take the alternate and considered to be a student with a significant cognitive disability. This eligibility needs to be included in an IEP.

Who Should Administer the CRT-Alt?

- Special education teacher

OR

- Someone who is certified and has worked extensively with the student

Note: Another person may assist with the administration

About the test...

- Test items are aligned with Montana curriculum standards in Math, Reading, and Science
- Standards have been expanded to encompass skills that lead to the development of grade level standards
- Standards and Expanded Benchmarks documents are available online at:
<http://www.opi.mt.gov/assessment/Phase2.html#AAOver>



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Test Booklet Organization

**CRT-Alternate
Reading and Mathematics Grade 6**

Contents

Reading	Pages
Tasklet 1	2-8
Tasklet 2	9-17
Tasklet 3	18-24
Tasklet 4	25-31
Tasklet 5	32-40

Mathematics	Pages
Tasklet 1	43-48
Tasklet 2	49-56
Tasklet 3	57-62
Tasklet 4	63-68
Tasklet 5	69-74

Instructions for Administering the Grade
This test measures student skills in two content areas called tasklets. Students will be tested on tasklets. Answers for both content areas are recorded as described in the CRT-Alternate Administration Manual at www.opi.state.mt.us/assessment/crt.html or www.opi.state.mt.us/assessment/crt.html.

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS. MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

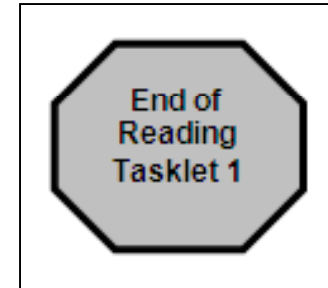
Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	<input type="radio"/>
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	<input type="radio"/>
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	<input type="radio"/>

Test Administration	YES
4. The student completed all five tasklets.	<input type="radio"/>
5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
6. Student's name is written on the Evidence Templates.	<input type="radio"/>
7. The Teacher Recording Sheet for each piece of student evidence is completed.	<input type="radio"/>
8. Student's name is written on the Teacher Recording Sheets.	<input type="radio"/>
9. Did you view the teacher training CD provided with the test materials before administering the test?	<input type="radio"/>
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Assessment materials used	YES
15. Materials used were primarily those provided.	<input type="radio"/>
16. Materials were primarily non-text (e.g., pictures/videos, real objects).	<input type="radio"/>
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
18. Did you use the materials CD provided in the materials kit?	<input type="radio"/>
19. If you use scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Individualize
20. Assistive BIGmack swi
21. Software Writing with 3
22. Presenta e-textbook is
23. Response student uses
24. Other (pl

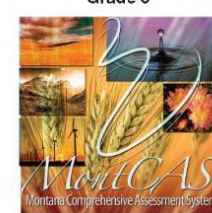
Administration time	Total time
11. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.
12. Time directly administering the tasklets	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days
14. How often did you use the break between the tasklets?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never



**Montana Comprehensive Assessment System
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)**

Student Name: _____
School Name: _____
Teacher/Class Name: _____
System Name: _____

**CRT-Alternate Test Booklet
Spring 2010
Reading and Mathematics
Grade 3**



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Assessment Format

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	<p>This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed.</p> <p>Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.</p>	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.



Test Materials

Materials

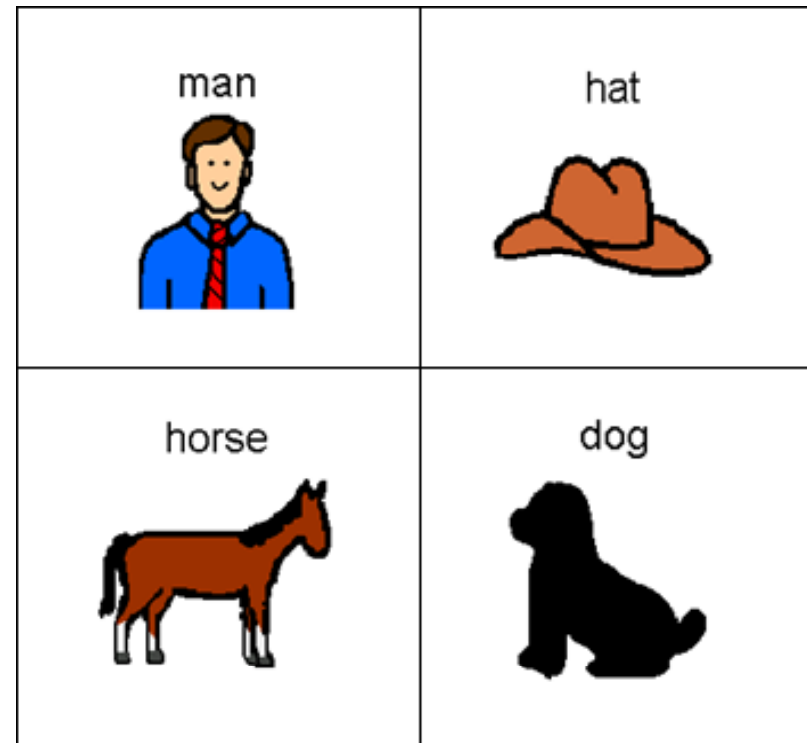
2.

- Picture cards:

- man
- hat
- horse
- dog

Communication support strategies:

- Student may look at/point to task materials to express a choice.
- Request may be rephrased to require yes/no response (e.g., point to a picture card and ask "Is this the dog?").
- Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.



Check in Advance for Other Materials Needed

Materials Provided

- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed

- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:	Teacher supplied materials:
<ul style="list-style-type: none"> • Ball number cards: 2, 3, 4, 5 • Ball number line • Worksheet: ants • Worksheet: children in a line • Bee number cards • Bee card template • Number cards: 4, 5, 6 • Number cards, 1st, 2nd, 3rd 	<ul style="list-style-type: none"> • 4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:	Teacher supplied materials:
<ul style="list-style-type: none"> • Circle template • Symbol cards: -, +, x, ÷ • Number cards: 0, 1, 7, 14 • Evidence template: $7 + 0 =$ • Evidence template teacher recording sheet • Addition sentence: $2 + 4 = 6$ • 4 options of circle template (if needed) • Number line (if needed) 	<ul style="list-style-type: none"> • 12 counters

Mathematics Tasklet 3



Strategies for Organizing Materials

- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to “hand” materials to test administrator
- Maintain files of materials from year to year
- Others???

Activity Steps, Teacher will:

Activity Steps Teacher will:

2. Display the picture cards on the work space in front of the student. Do not describe them.

"Show me the dog."

Scaffold:

Level 3: Remove the incorrect response. Repeat the request.

Level 2: Remove another incorrect response. Repeat the request.

Level 1:

Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified



Strategies to Help With the Scripted Implementation

- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with peer who is also administering the test



Student Work, Student Will:

Student Work Student will:
2. Identify "dog."

- o Identifies the expected student response



Performance Indicators

Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET				
2. Locates a picture/ symbol/object when named or signed.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	3	2	1	0
Performance Indicator: 1.1.3.3				
Expanded Benchmark: 1.1.3.3				

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric



Scoring

Montana Alternate Assessment Scoring Guide				
Performance (independence and accuracy)				
Used to score every item during the structured observation test activity.				
4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items



Scaffolding → Scoring

"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:

Level 3: Remove one incorrect name. Repeat question.

Level 2: Remove another incorrect name. Repeat question.

Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided



Introductory Items

Student Work Student will:	Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
1. Attend to the reading materials.	1. Attends to literacy materials. <div><div>○ 4</div><div>○ 0</div></div>

- Introductory items are scored on a different scale
- They are always the first item of each tasklet

Teacher Recording Evidence Form

TEACHER RECORDING EVIDENCE FORM		
Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response.	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____
Indicate the student's initial response to the item before scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 3 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 2 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 1 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	_____ _____ _____	_____ _____ _____

Write student name here.

- Record Student's response as the item is administered
- Fill out for each item that requires student evidence
- Magnifying glass icon flags items that require evidence



Dealing with Student Resistance

○ Prevention strategies:

- Frequent breaks
- Short test periods
- Scaffolding to support students when they need assistance

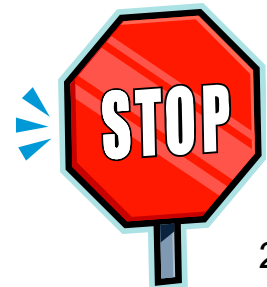
○ Scoring:

- Active resistance is scored as a “0” for inconclusive
- If there are 3 consecutive “0” score, stop the administration of the test
- Resume test at another time, following the scoring rule procedures for halting on the next slide and in the CRT-Alternate Administration Manual



Scoring Rule for All Grades & Content Areas

- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a "0"
- If the student again scores a "0" on 3 consecutive items, halt test administration
- If student scores anything other than a "0", continue testing as before
- If 3 consecutive "0"s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet



CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Test administrator must carefully examine the tasks *in advance* and make necessary adaptations for individual test takers



Review the test with each individual student in mind, analyzing...

- Student's communication skills
 - How student *receives* information
 - How student *expresses* information
- Task demands
 - Format of question
 - Format of materials provided
 - Response required of student

Communication Supports



- What system does the student use to communicate on a daily basis?
- Customize THIS system to the demands of the assessment



Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for the EACH STEP of the task?
- Create displays that are consistent with student's discrimination skills.



Beyond the individual test items...

- Consider messages that might be needed throughout the test
 - I need help
 - I don't understand
 - Please repeat
 - Can we take a break?
 - Yes/No
- Consider having a display accessible to student throughout the test

Analysis of Test Demands

- Format of question
 - Multiple-choice
 - Yes/No
 - Open-ended
- Task materials provided
 - Is reading involved?
 - Is manipulation of materials required
 - Will the format of the materials work for the student?
- Response required of student
 - Does student have to “say” something
 - Does student have to “do” something



Multiple Choice Questions

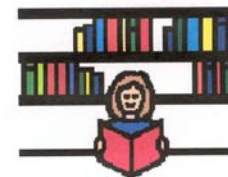
4. Display 4 word/picture cards on the work space.

"Show me the picture/symbol/object that means library." (If library is not available, substitute appropriate term.)

park



library



playground







store





Scaffolding Multiple Choice Items




Level 4

change—make different	
change—coins	
change—replace	
change—put on different clothes	


Level 2

change—make different	
change—put on different clothes	

Level 3

change—make different	
change—coins	
change—put on different clothes	

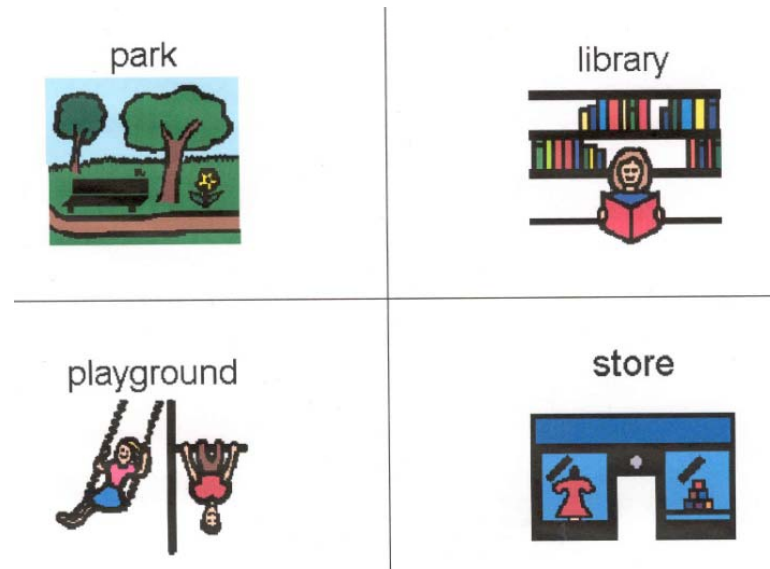
Level 1

change—make different	



Item Presentation: Your Analysis

- Will student understand visual display?



- **If no, adapt the materials**
 - Modify display/size of pictures
 - Use objects



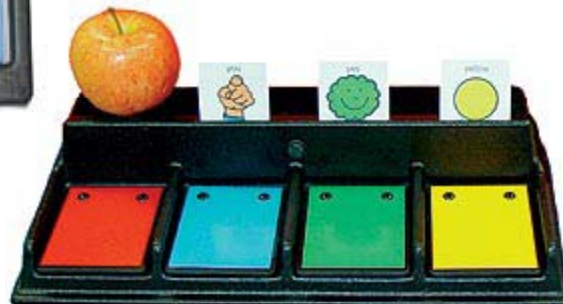
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Modifying Size/Display



- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects



Item Response: Your Analysis

- Can student make pointing response required of item?



- If no, adapt the response required

- Select display that allows for alternative inputs
- Teacher presents options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can “stop” with reliable motor response

Yes/No Response Format

- Shift motor demands to the teacher
- *"Let me show you the choices. Will this keep Jan warm?"*



MontCAS, CRT-Alternate, Grade 6, Reading, Tasklet 3 – Item 5 Word/Picture Symbols

yes



no



5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

"What will Jan pack to keep her warm at night?"



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Student “Stops” Scanning Display



MontCAS, CRT-Alternate, Grade 6, Reading, Tasklet 3 – Item 5 WordPicture Symbols

- Teacher points to each picture in sequence
- Student directs teacher to “stop” when the teacher points to the correct response

stop



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Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication Support Strategies:

- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., "Is the book in the correct position? Am I going to hit the right button?")



Example of Scaffolding a Performance Item

- Level 3 = provide additional information
- Level 2 = model correct response
- Level 1 = guide student through correct response

Scaffold:

Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.

Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.

Level 1: Assist the student as needed to manipulate the material appropriately, say *"This is how you use this."*



Suggestions for better preparation of teachers:

- Actual participation in a mock administration of the test
- Annual training before testing
- Better advertising of when training is available
- Manipulatives/materials easier to access
- Examples, observations to review prior to testing
- Get familiar with test before administering it
- Get info to teachers about test earlier so they have time to prepare
- More time to prepare and find materials
- Go over thoroughly before administration; some directions are vague, and you have to know how you will handle the questions beforehand
- Have materials in a packet so teachers have more time to familiarize themselves with the test



Tips to make this a more positive experience:

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- At this time, I myself, am not very positive about this test
- Better communication and awareness of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Make sure student needs to do his/her best
- Get JUMP newsletter, keep yourself informed, ask lots of questions
- Give yourself time to prepare in advance
- Plan on extra time to prep for classes missed due to testing

Tips to make this a more positive experience:

- I found the administration of this test confusing yet fun. The student responses surprised me. The test is difficult yet it pushes us to higher levels.
- More assistance and materials needed
- More training and more time to administer
- Organize testing materials and have shorter times with breaks
- Pick & choose the students that take this test
- Prepare the students and introduce them to the materials
- Use 2 people and plan on lots of time to prepare for the test
- Use student weaknesses to facilitate new goals



Contact Information and Questions

- **Judy Snow** – OPI policy, bar code labels
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- **Gail McGregor** – customizing for individual students
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- **Tim Greenlaw** – extra materials, returning tests
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 - greenlaw.timothy@measuredprogress.org

Administration Hints

- Test must be administered by at least one certified teacher, with additional support as needed
- Review the test with another person
- Practice with another adult



End of Customizing the CRT-Alternate

- Please exit and choose another presentation

